

UTILIZING ACADEMIC REMEDIATION TO FACILITATE IMPLEMENTATION OF THE ACGME OUTCOME PROJECT





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PURPOSE

Developing Competency-Based Goals and Objectives (CBG&Os) and valid Evaluation Tools (ETs) of them is the goal of the Outcome Project. Understanding and implementing the Outcome Project has been a challenge for Program Directors (PDs) and Institutions. Another challenge for PDs is identifying and remediating struggling residents. We developed an Academic Remediation process that:

- A] Improved PDs understanding of the Outcome Project and gave them a practical reason to implement it. □ B] Utilized the concepts of the Outcome Project to improve SAUSHEC's Academic Remediation process.

In SAUSHEC, all resident remediation at the level of probation, extension, or termination must be presented to the GMEC (attended by all PDs) by the resident's Program Director. The case is discussed and either approved, modified or rejected by the GMEC. For years these presentations have varied in their organization and content. It became clear to the DIO that when a PD determined that one of his/her residents needed GMEC-level remediation, the PD was really saying that resident was not achieving some critical competency. However, the connection between the Outcome Project and Academic Remediation was not being made by the PDs. This looked like an opportunity to help PDs with two issues they were stressed with- the Outcome Project and dealing with struggling sidents. SAUSHEC put on Workshops for its PDs on how to develop CBG&Os and evaluation tools. Thes workshops also discussed dealing with struggling residents and the connection to the Outcome Project. Finally, SAUSHEC developed a competency-based Academic Action Template (see forms at right) that required PDs to specify the CBG&Os not being achieved by their resident, down to a 3rd level of specificity, and the corresponding evaluation tool used in making this determination. The panels below are the six ACGME competencies to the 3rd level of specificity. The first level is in blue, the second level is in black and the third level is in red. SAUSHEC then required that this template be used to organize the GMEC discussion of the struggling resident, which in turn led to a determination of whether to accept, modify or reject the PDs academic remediation recommendation. The discussion of remediation cases at each GMEC was used by the DIO (who is also Chair of the GMEC) to educate the PDs in Outcome Project principles using the specific case before the GMEC.

SUMMARY OF RESULTS

This 3-year project has been instrumental in getting SAUSHEC PDs to see the practical necessity and advantage of developing CBG&Os for their program and objective competency evaluation tools. It has been the single most practical impetus to induce PDs to implement the ACGME outcome project because they quickly see that academic remediation presents the bottom line test of whether a program has a working CBG&Os/Evaluation system. Only the most challenging remediation issues reach the GMEC and both the PD of the resident and the PDs in the audience see how difficult it is to convince 3rd parties why a resident should be placed on probation or terminated without that program having clear CBG&Os and reliable evaluation tools. This system has also dramatically improved the quality of our remediation process by standardizing the process and making our remediation decisions based on more objective and specific information than in the past. Since implementing this system no GMEC-approved remediation recommendation has been appealed to a faculty board.

CONCLUSIONS

The Competency-Based remediation process and Academic Action Template have accomplished two GMEC goals:

- A] It serves as an ongoing GMEC educational tool for PDs on implementing and putting to use the ACGME's Outcome Project that is well received by the PDs because it has great practical value in helping
- them solve one of their most difficult issues- Academic Remediation.
- B] It improves the GMEC's Academic Remediation process by:
- 1. Requiring PDs to develop CBG&Os upfront and create and utilize valid ETs to identify struggling residents.
- 2. Better defining for all parties (Resident, GMEC) the competency(s) not being achieved necessitating the
- 3. Facilitating clear documentation all GMEC remediation actions.

COMPETENCY-BASED ACADEMIC ACTION TEMPLATE

SAUSHEC Academic Action Template			
Resident:			
Program: 🕮 🗎 🗎 🗎 🗎 🖺 🖺 🖺 🖺 🖺 Action Proposed:			
Program Year level GMEC date:			
Due December December 1			
Due Process Procedures			
Training Committee involved			
Resident input documented			
Resident input documented Resident desires input to GMEC			
Troolson about to only			
☐ Prior Remediation Appropriate & Documented Dates			
□ □ Counseling			
□ □ Program Level Remediation □ □ Prior Probation □			
□ Prior Probation □			
□ □ Extension			
Competencies not being achieved			
□ Competency based G&O or			
standard not being achieved 🗆 🕆 Brief Description 🗇 Evaluation Tools used			
Medical Knowledge			
☐ Medical Knowledge ☐ Patient Care			
Medical Knowledge Patient Care Interpersonal &			
Medical Knowledge Patient Care Interpersonal & Communication Skills			
Medical Knowledge Patient Care Interpersonal & Communication Skills Professionalism			
Medical Knowledge Patient Care Interpersonal & Communication Skills Professionalism Practice Based Learning &			
Medical Knowledge Patient Care Interpersonal & Communication Skills Professionalism Practice Based Learning & Improvement			
Medical Knowledge Patient Care Interpersonal & Communication Skills Professionalism Practice Based Learning &			
Medical Knowledge Patient Care Interpersonal & Communication Skills Professionalism Practice Based Learning & Improvement			
Medical Knowledge Patient Care Interpersonal & Communication Skills Professionalism Practice Based Learning & Improvement			
Medical Knowledge Patient Care Interpersonal & Communication Skills Professionalism Practice Based Learning & Improvement Systems Based Practice Relevant current GME Capabilities issues			
Medical Knowledge Patient Care Interpersonal & Communication Skills Professionalism Practice Based Learning & Improvement Systems Based Practice			
Medical Knowledge			
Medical Knowledge			

Remediation Plan			
Timeline			
☐ Length of Remediation:			
☐ GMEC progress reports on:			
☐ Final Report at: XXX GMEC			
□ Plan Summary			
Competency 🗆 🗆 🗆 🗆	Remediation Plan		
100000000000		□ □ Endpoints	
Medical Knowledge			
Patient Care			
Interpersonal & Communication Skills			
Professionalism Practice Based Learning &			
Improvement			
Systems Based Practice			
Other Remediation Factors			
Resident Mentor Assigned Mental Health support			
Plan for other factors			
limiting GME capablities			
Program Director signature and date:			
□ Resident verification			
I have reviewed and discussed the contents of this form with my program director and understand that further academic action such as probation, extension and termination could be recommended to the GMEC by my program director if I am unable to meet program GME standards. I know where to get a copy of the SAUSHEC Due Process Policy (www.whm.c.d.mill/saushec). I know how to contact a SAUSHEC OMBUDs at CHCS group email: g.ombuds			
□ Resident comments:			
□ Resident signature and date:			

ACGME CORE COMPETENCIES TO THE THIRD-LEVEL OF SPECIFICITY

PRACTICE-BASED LEARNING & IMPROVEMENT

MEDICAL KNOWLEDGE

PATIENT CARE

- ate effectively & demonstrate caring & respectful

PROFESSIONALISM

INTERPERSONAL & COMMUNICATION SKILLS

SYSTEMS BASED PRACTICE